

NORTH MYRTLE BEACH ELEMENTARY

700 Sandridge Road
Little River, SC 29566

GRADES 3-5 Elementary School

ENROLLMENT 877 Students

PRINCIPAL Shelton Long 843-399-2204

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	52	41	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

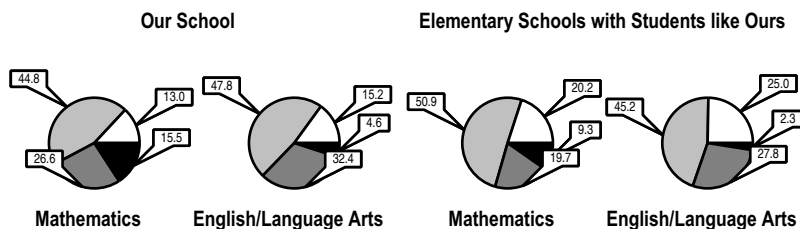
FOR MORE INFORMATION, VISIT WEBSITES AT:




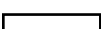
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	49	284	191
Percent satisfied with learning environment	97.9%	86.5%	94.1%
Percent satisfied with social and physical environment	100.0%	83.5%	77.7%
Percent satisfied with home-school relations	79.6%	86.2%	86.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	866	99.7	15.2	47.8	32.4	4.6	37.0	17.6
Gender								
Male	441	99.8	16.7	51.5	28.2	3.7	31.9	17.6
Female	425	99.5	13.7	44.1	36.7	5.6	42.3	17.6
Racial/Ethnic Group								
White	540	99.8	7.1	45.3	41.3	6.3	47.6	17.6
African-American	289	99.3	27.6	54.9	16.0	1.5	17.5	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	25	100.0	57.9	26.3	10.5	5.3	15.8	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	742	99.6	13.3	44.9	36.7	5.0	41.8	17.6
Disabled	124	100.0	27.4	67.0	3.8	1.9	5.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	866	99.7	15.2	47.7	32.5	4.6	37.1	17.6
English Proficiency								
Limited English proficient	14	100.0	81.8	18.2	N/A	N/A	N/A	17.6
Non-limited English proficient	852	99.6	14.3	48.1	32.9	4.7	37.6	17.6
Socio-Economic Status								
Subsidized meals	512	99.8	22.7	53.1	21.9	2.3	24.2	17.6
Full-pay meals	353	99.4	4.3	40.2	47.6	7.9	55.5	17.6

Mathematics								
All students	866	99.8	13.0	44.8	26.6	15.5	42.1	15.5
Gender								
Male	441	99.8	13.7	42.6	27.0	16.7	43.6	15.5
Female	425	99.8	12.3	47.1	26.2	14.4	40.6	15.5
Racial/Ethnic Group								
White	540	100.0	6.1	39.3	33.3	21.3	54.6	15.5
African-American	289	99.3	24.2	56.1	14.9	4.8	19.7	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	25	100.0	47.4	26.3	15.8	10.5	26.3	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	742	99.9	9.9	43.8	29.3	17.0	46.4	15.5
Disabled	124	99.2	34.0	51.9	8.5	5.7	14.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	866	99.8	13.0	44.8	26.7	15.6	42.2	15.5
English Proficiency								
Limited English proficient	14	100.0	72.7	18.2	9.1	N/A	9.1	15.5
Non-limited English proficient	852	99.8	12.1	45.2	26.9	15.8	42.7	15.5
Socio-Economic Status								
Subsidized meals	512	99.8	18.9	49.4	22.5	9.2	31.7	15.5
Full-pay meals	353	99.7	4.6	38.3	32.5	24.6	57.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	265	N/A	13.0	42.1	38.7	6.1	44.8
	Grade 4	240	N/A	9.3	49.4	36.3	5.1	41.4
	Grade 5	280	N/A	14.1	54.3	29.7	1.8	31.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	272	99.6	11.6	39.8	38.2	10.4	48.6
	Grade 4	305	99.7	18.8	45.6	32.4	3.1	35.5
	Grade 5	289	99.7	14.7	57.7	26.8	0.8	27.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	265	N/A	10.3	41.4	26.4	21.8	48.3
	Grade 4	240	N/A	17.3	30.8	24.5	27.4	51.9
	Grade 5	280	N/A	18.5	47.8	22.8	10.9	33.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	272	99.6	11.1	44.8	31.3	12.7	44.0
	Grade 4	305	99.7	13.9	42.9	20.9	22.3	43.2
	Grade 5	289	100.0	13.9	47.0	28.2	10.9	39.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 877)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.8%	Down from 1.4%	2.6%	2.4%
Attendance rate	96.2%	Up from 96.1%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.2%	Up from 13.2%	12.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Up from 10.6%	8.2%	8.0%
Older than usual for grade	0.6%	Up from 0.5%	1.0%	1.1%
Suspended or expelled	0.6%	Down from 1.8%	0.0%	0.0%

Teachers (n= 58)				
Teachers with advanced degrees	36.2%	Down from 41.1%	45.7%	50.0%
Continuing contract teachers	91.4%	Up from 85.7%	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.6%	Down from 86.2%	87.6%	86.2%
Teacher attendance rate	94.3%	Down from 94.7%	95.2%	95.3%
Average teacher salary	\$40,825	Up 0.7%	\$39,473	\$39,909
Prof. development days/teacher	15.3 days	Up from 14.1 days	11.3 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.5	4.0
Student-teacher ratio	21.9 to 1	Up from 19.0 to 1	18.7 to 1	18.9 to 1
Prime instructional time	89.9%	Down from 90.0%	89.3%	89.7%
Dollars spent per pupil*	\$5,510	Up 5.8%	\$5,668	\$5,892
Percent spent on teacher salaries*	68.5%	Up from 66.5%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2002-2003 was another great year at North Myrtle Beach Elementary School. Working together, our students, staff, and parents accomplished many of our performance goals. Our students have excelled academically at the school, district, and state levels.

Following are some of our noteworthy accomplishments. We celebrated 100% participation in Personalized Learning Plan conferences. Our students read over 70,000 books and earned over 45,000 Accelerated Reader points, an increase of over 10% from the points earned last year. In addition, our students set individual goals and have worked to earn points at an 85% or above success rate on Accelerated Reader tests. Teacher encouragement played a key role in our students' motivation and success. Over 100 of our 5th grade students were awarded the President's Education Award. This was presented to recognize students that showed outstanding effort, educational growth, improvement, commitment or intellectual development in their academic subjects. Gains were achieved in assessments for both English language arts and math (based on 2001 and 2002 PACT scores). Many of our students participated in service learning projects, and we were awarded the Superintendent's SERVICE LEARNING AWARD for excellence in successfully making school and community service an integral part of the curriculum and the culture of the school.

Our teachers and staff continue to work extremely hard. Instructionally, our school will continue to be student-driven with each child acquiring a standards-driven curricula. Writing will also continue to be a central focus of our school. It is a powerful tool for processing knowledge in all content areas. We will continue to focus our efforts on moving each student to the next level of PACT.

Shelton Long, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.